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ABSTRACT

Presents an approach to making the product of observation systems readily available to all members of a school system. The input system consists of three OpScan recording sheets, the output system of print-outs for each recording sheet as well as summary data. This system gives the teacher an opportunity to change his behavior based on data about what he is doing in the classroom, and provides consultants and supervisors with non-judgmental, descriptive feedback for describing the teacher role. (MS)

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COMMUNICATING CLASSROOM TEACHER BEHAVIOR
A SYSTEMATIC APPROACH*

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Courses in the use of classroom observation systems are now given in colleges, workshops, and in-service training programs and are becoming more easily available to teacher trainers, supervisors, consultants, and classroom teachers themselves. This article is concerned with an approach to making the product of observation systems readily available to all members of a school system's staff.

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*The system described in this article is currently being explored on a pilot basis in the Cleveland Public Schools. The development of materials was made possible as part of the evaluation of a USOE Title III project, Instructional Improvement Systems, Cleveland Public Schools, 1971. (Grant 045-70-094-1)

The proliferation of classroom observation systems appears to indicate that evaluating performance of teachers using objective, valid, and reliable techniques should have a high priority with respect to the improvement of instruction. Traditionally, the supervisor has attempted to facilitate improvement of teaching through classroom observation and a follow-up conference. Supervisors who have given teachers information about their teaching behavior are aware that many teachers become defensive when presented with a perception of a teaching situation different from their own, and thus they may reject this feedback.

Supervisory and consultant feedback which focus on positive teacher actions by presenting specific information about appropriate teaching behaviors may increase the number of teachers who are willing to examine other information that the supervisor or consultant wishes to bring to their attention. A comprehensive network of data, collected in a systematic manner, makes it highly probable that many examples of positive teacher behavior can be identified. A common basis of communication, as well as a vehicle for handling the data are essential requirements of such an approach.

The rationale for using a systematic approach to communicate information about classroom teacher behavior is twofold. First, the teacher and the consultant or supervisor become involved in a new consensus about the criteria for effective instruction which becomes the basis for the teacher to obtain feedback about his own teaching behavior. This feedback provides the teacher with the opportunity to change his own behavior based on data about what he is doing in the classroom. Second, and perhaps more important, the teacher obtains feedback about the behaviors he is not using, as well as those which he is using. This furnishes the chance to learn new behaviors presumed to be helpful in promoting pupil growth if used in the classroom, but which are not ordinarily found in the classrooms of America today.

The following model is presented as one approach to making the product of observation systems readily available to all members of a school system's staff, i.e., teachers, consultants, supervisors, principals, administrators, evaluators, research and development personnel, technical specialists, etc.

MATERIALS

The input system consists of three OpScan recording sheets. The first of these sheets, Observer-Teacher Information, provides the basic data concerning observer, observee, school, grade, subject, time, and date. It also provides a control factor for additional sheets in the system.

The second and third sheets are specifically constructed to record OScAR 5V and Flanders Interaction Analysis for processing on optical scanning equipment. Additional observation recording sheets could be added to the system as they become available.

Provision is made, within the Observer-Teacher Information sheet, for observation input flexibility through the availability of 56 additional item response positions. This sheet may be processed without the use of the OScAR or Interaction Analysis sheet.

The output system consists of print-outs for each recording sheet as well as summary data for each type recording sheet. The format for each print-out includes frequency tallies and percent calculations presented in matrices.

PROCEDURES

Completed recording sheets are processed on a regular predetermined schedule (weekly, bi-weekly, monthly, etc.) in the same manner as test answer sheets. Print-outs and recording sheets are returned according to observer name and school code number.

Observers utilizing the 56 open-item response positions have the opportunity to creatively construct an observation system in keeping with their own conceptualization of the criteria for effective instruction.

APPLICATIONS

Classroom observation systems provide the objective data necessary for research, teacher training, and supervision.

The task of reducing collected data to some usable form varies from a simple frequency count of the types of coded tallies to kinds and frequencies of sequential activities. By utilizing data processing equipment, valuable staff time is preserved. The computer programs are used to build the matrices, to reduce them to percentages and to develop the pertinent statistics.

Used by a teacher in conjunction with a tape recorder, the system provides a method to obtain feedback for self-supervision. Acquiring and processing data concerning oneself is a way of confronting reality. It enables the teacher to know when what they are doing differs from what they want to do.

Used by consultants and supervisors, the system provides descriptive and non-judgmental feedback possibilities for describing the role of the teacher as it exists in reality. Print-out sheets provide a convenient record of observations which are prepared in a time saving manner, presented in a concise format, and available for comparing changes in behavior over time.

SUMMARY

Observation systems provide a tool to be utilized by classroom teachers on the way to changing their behaviors in accord with what they want to do. They enable supervisors and consultants to assume the more flexible role of professional resource and collaborator, one who reports on what happened in the classroom rather than one whose personal value judgments convey how the rater felt about what happened in the classroom. The goal becomes the improvement of teaching rather than the rating of teachers.



OBSERVER INFORMATION

[illegible]

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 104

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**OpScan
RECORDING
SHEET**

**USE NO. 2 PENCIL
ONLY**

**DO NOT USE BALL
POINT PEN**

MAKE HEAVY DISTINCT MARKS

**FILL IN THE BLOCK
COMPLETELY**

ERASE COMPLETELY
ANY ENTRY YOU
WISH TO CHANGE

	5	10	15	20	25	30	35	40	45	50
PNS					PNS					PNS
PQU					PQU					PQU
PST					PST					PST
PRS					PRS					PRS
PBST					PBST					PBST
CVG					CVG					CVG
EL-1					EL-1					EL-1
EL-2					EL-2					EL-2
DVG					DVG					DVG
NOEV					NOEV					NOEV
CNSUP					CNSUP					CNSUP
INFAP					INFAP					INFAP
DSCAC					DSCAC					DSCAC
DIREJ					DIREJ					DIREJ
RBCRT					RBCRT					RBCRT
DST					DST					DST
PRNSQ					PRNSQ					PRNSQ
PRT					PRT					PRT

	55	60	65	70	75	80	85	90	95	100
PNS					PNS					PNS
PQU					PQU					PQU
PST					PST					PST
PRS					PRS					PRS
PBST					PBST					PBST
CVG					CVG					CVG
EL-1					EL-1					EL-1
EL-2					EL-2					EL-2
DVG					DVG					DVG
NOEV					NOEV					NOEV
CNSUP					CNSUP					CNSUP
INFAP					INFAP					INFAP
DSCAC					DSCAC					DSCAC
DIREJ					DIREJ					DIREJ
RBCRT					RBCRT					RBCRT
PST					DST					DST
PRNSQ					PRNSQ					PRNSQ
PRT					PRT					PRT

CLEVELAND PUBLIC SCHOOLS

INTERACTION
ANALYSIS

OpScan
RECORDING
SHEET

USE NO. 2 PENCIL
ONLY

DO NOT USE BALL
POINT PEN

MAKE HEAVY DISTINCT
MARKS

FILL IN THE BLOCK
COMPLETELY

ERASE COMPLETELY
ANY ENTRY YOU
WISH TO CHANGE

EMPLOYEE NUMBER

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